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ABSTRACT

An annual newsletter on the history of higher education presents information reflecting the current interest and research in the field through commentary, analysis, and bibliography. Information in this issue includes: a guest editorial, "Teaching the History of Higher Education" (Kathryn M. Moore); a "Views from the Author" essay, "On Writing No Ivory Tower: McCarthyism and the Universities'" (Ellen W. Schrecker); announcement of publication of the "Association for Higher Education (ASHE) Reader on the History of Higher Education" (Lester F. Goodchild and Harold S. Wechsler) together with a listing of the ASHE Reader's table of contents (noting that the ASHE Reader contains a preface discussing the historiography of higher education, an introductory essay exploring the significance of all readings in the text, about 60 secondary and primary readings, and an extensive bibliography); and a listing of the History of Higher Education sessions offered at the 1989 History of Education Society annual meeting in Chicago and the 1989 ASHE annual meeting in Atlanta. History of Higher Education publications are also featured. (SM)

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HISTORY OF HIGHER EDUCATION NEWSLETTER

Sponsored by the Historians of the Association for the Study of Higher Education

Volume 9 Nos. 1 & 2 Spring/Fall 1988

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HISTORY OF HIGHER EDUCATION NEWSLETTER

Sponsored by the Historians of the Association for the Study of Higher Education

Vol. 9 Nos. 1 & 2 *SPRING/FALL 1988*

To Those Interested in the History of Higher Education

This issue of the *History of Higher Education Newsletter* reflects the current interest and research in the history of higher education through commentary, analysis, and bibliography. In our guest editorial, Kathryn M. Moore describes student reactions to her first opportunity to teach a history of higher education course in several years. Our historiographic discussion comes from Ellen W. Schrecker who discusses the writing of her book, *No Ivory Tower: McCarthyism and Universities* (1988), and the problem of academic freedom today.

We would like to announce the publication of Lester F. Goodchild and Harold S. Wechsler's *ASHE Reader on the History of Higher Education*. This *Newsletter's* bibliographic section lists the *Reader's* table of contents. This overview of the text enables faculty members to see how these readings may fit with their courses. Available through Ginn Press of Lexington, Massachusettes in late October 1989, this work contains a preface on the historiography of higher education, an introductory essay covering all the readings, nearly sixty secondary and primary readings, and a lengthy bibliography. Since all comprehensive works on the history of higher education are no longer in print, the *ASHE Reader* is the only class textbook that gives an extensive coverage of the development of higher education. This 700-page text costs approximately $30.00.

The last section of the *Newsletter* notes the history of higher education sessions that will be offered at the 1989 History of Education Society annual meeting in Chicago and the 1989 Association for the Study of Higher Education annual meeting in Atlanta. Please see a special notice on page 10 of the *Newsletter* concerning the ASHE meeting for a social gathering of the historians of higher education at Wayne Urban's home on Friday, November 3, at 7:00 p.m.

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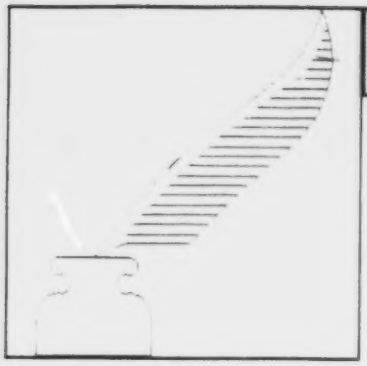


GUEST EDITORIAL

Teaching the History of Higher Education

Kathryn M. Moore
Michigan State University

Returning to teaching the history of higher education after a hiatus of 10 years is as close to feeling like Rip Van Winkle as I am likely to come. Although I have taught several other courses during that time, most were seminars and none boasted the challenging sweep of the standard syllabus of the history course. Moreover, my course is scheduled for one evening a week for the shortened nine-week winter quarter. This is truly history at a gallop!

The question of covering the entire syllabus thoroughly was never in doubt: I couldn't. It is difficult enough to do it in the 15-week semester, as I had experienced it myself, as well as taught it. No, this was a mini-series. But still, what to include, what to delete; what to emphasize, what to ignore? Lacking the cold-blooded surety of a television producer for what sells, I had to trust my rusty instincts and my own preferences for what was important and possible for the students, none of whom had studied history much less aspired to more than this brief exposure to it. This was history as a hard sell.

Now perhaps you veterans of this type of delivery could have given me some pointers, but pride prevented the helpful phone calls. I did benefit immensely from reviewing the syllabi collected and shared by Lester Goodchild from a nice variety of history courses. By the way, John Thelin gets the prize for the most creative; Jennings Wagoner, for the most genteel; Jurgen Herbst, for the longest running bibliography (It was an old one, Jurgen, I trembled to see a more recent one!), and Roger Geiger, for the most crisply organized.

It was clear from my perusal of these syllabi that the intervening years had brought numerous additions to the list of essential readings. Perhaps the most important and certainly the most needed concern the twentieth century. Although the old joke about history courses never getting to World War II is often true, in the case of higher education, part of the reason has been a lack of good, published materials. But now there are several including Geiger's *To Advance Knowledge*, Schrecker's *No Ivory Tower*, Levine's *Culture of Aspiration* and many, many more. There are also excellent treatments in sociology and other disciplines to draw on as well as a rich archive of primary documents and commentaries such as Clark Kerr's, *The Uses of the University*. The wealth of these materials suggests the need for ample space to deal with them. The Sixties alone is worth a seminar; the university in the twentieth century, another. But my course must perforce precede such a seminar, laying the groundwork, clearing the path.

So, I faced my first class of 35 students armed with a complete syllabus, reading list, course calendar and the sturdy smile of a veteran of other opening nights. The fast readers began groaning by page 2 of the syllabus. The others caught up by page 4. Groans had turned to whimpers by page 6 (I had arranged a page of readings and study questions for each night's session), and barely audible, rapid breathing could be heard by page 9. It was not a pretty sight, those pale, panicked faces.

Not to be daunted by the faint-hearted, I cheerfully handed out the supplemental reading list for those who wanted to delve more deeply into a subject. It was received with weak fingers and averted faces. Ah, well, I thought, wait till they see the writing and exam schedule, that will buck them up! Ha!

Then to ensure that they understood the high seriousness of the subject matter and the great relevance of history for their lives I immediately launched into my lecture on the rise of the medieval universities. Liberally salted with Latin phrases and witty asides on the escapades of various popes, princes and clerics, I marched steadily through 2 1/2 hours of facts, figures and various scintillating interpretations. One of my best was a peroration on Abelard at the 90 minute mark. Not pausing for a break since it would interrupt the flow, I pressed on to the wonderful intricacies of the formation of Oxford and

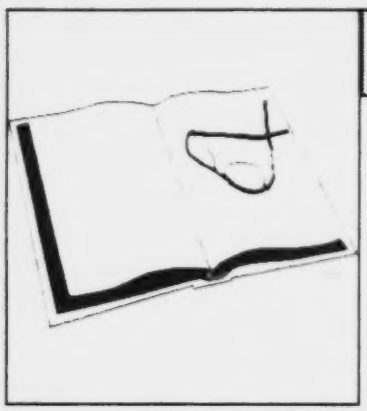
Cambridge. I probably sacrificed something in my discussion of the Italian German and Spanish universities, but some things simply had to take a back seat given the hideous time pressures. Nevertheless when I glanced up from my notes there were no sleepers among my audience. Far from it! All seemed poised on the edge of their chairs. Some were even gripping their desks in a show of determination equal to my own that we complete the session and the material on time in good order. The class and I were as one on this matter I could tell.

Although few seemed to be taking notes I presumed they were caught up in the great sweep of events I was so enthusiastically laying before them. They would catch up to that as they got more accustomed to the material and to me. At present I was content that their eyes were fixed on me in unwavering attention, their mouths formed in grateful ohs of appreciation and awe.

I concluded that first evening with a grand summary of the 450 years we had covered. It was a bit breathless perhaps. But we had managed, through my superb organization and rapid speaking style, to cover nearly all that I had intended. To be sure, the blackboard was awash with various bits of my lecture, but I am sure the students would be able to decipher the essential facts to be found there in an hour or two of work after they got home.

The class filed out with many a backward glance and shake of the head as though they could hardly believe what they had witnessed. I was ebullient. Wait till they saw what I would do with the next 500 years! Why the Reformation and Counter-Reformation alone would be a challenge to my skills of talk and chalk. I was already eager to begin.

Regrettably, no students came the next week. My class had to be cancelled . . . just like the last time. Ah well, there is always 1999!



VIEWS FROM THE AUTHOR

ON WRITING *NO IVORY TOWER:*

McCARTHYISM AND THE UNIVERSITIES

Ellen W. Schrecker
Yeshiva University

I am not now nor have I ever been a historian of higher education. I am a political historian and my primary aim in *No Ivory Tower: McCarthyism and the Universities* was to show how the political repression of the late 1940s and 1950s operated. My original project was more grandiose; I was going to write the definitive study of McCarthyism. I had been teaching about the 1950s and had been frustrated by my inability to offer my students a satisfactory explanation of the McCarthy period. There was no book I could give them that described the post-World War II red scare and situated it within the broader context of American political history. Though there were some excellent studies of individual aspects of phenomenon like Michael Rogin's *McCarthy and the Intellectuals* and Robert Griffith's, *The Politics of Fear*, there was no single work that tried to present the McCarthy era as a whole, that tried to show exactly how the political repression of the late 1940s and 1950s functioned.

I was at intellectual loose ends at the time. I had just finished a dissertation on French foreign policy in the 1920s and did not want to remain in European history. Writing a general book about McCarthyism had greater appeal. It was, to use that much maligned word, relevant. No sooner had I plunged into the project than I abandoned it. It was too broad; and I learned that someone else (David Caute) was writing the same book. I decided to do a more limited study. I would focus on the impact of McCarthyism on a single institution.

At that point, I became a historian of higher education. The topic was relatively unstudied. Aside from Robert Iversen in his 1956 study, *The Communists and the Schools*, no other scholar had looked at the overall impact of McCarthyism on the universities. Moreover, because the academic community's response to McCarthyism involved so many aspects of the red scare, an examination of that response would enable me to explore most of the issues that I felt were crucial to understanding the McCarthy period as a whole. Studying the academic community had other attractions as well. I was, after all, an academic myself and had long been intrigued by the institutional politics of academe. I was also interested in the McCarthy victims and assumed that many of them would be, as indeed they were, articulate and intelligent men and women whom I would find a pleasure to interview.

I also assumed that it would be easy to find archival sources for my work. That was not quite the case. Despite the academic community's commitment to scholarship, a number of institutions refused to open their archives. Public universities were generally more forthcoming. But among the private schools, access was often random. Yale's records were open, Harvard's were not--though I and several other scholars repeatedly asked the University to open them. Nor was it only schools which may have had something to hide that kept their archives closed. Sarah Lawrence College, which had an excellent record on civil liberties during the McCarthy era, would not open its records.

Sometimes persistence brought about a change of policy, a situation that suggested that the failure to grant access was more the result of inefficiency and a lack of policy than of any desire to conceal the past. The main stumbling block often seemed to be the institution's counsel. The most important institution which initially denied access was the AAUP. I had petitioned the organization several times and gained the support of many Association leaders from the 1950s as well as that of the people whose cases I wanted to investigate. For seven years, the organization put me off. I was told that a committee was studying the issue. Finally, with my manuscript almost at the press, I made one last attempt to obtain access, explaining that the book would contain a bibliographical essay discussing the problems I had encountered in my research. Serendipitously, the AAUP opened its records.

Although the delays and denials were an irritant, I could sometimes find the records I needed elsewhere. Often, the people involved in the academic freedom cases of the McCarthy era had their own files; their correspondence and, in particular, the transcripts of their own university hearings proved invaluable. Published documents helped as well. Congressional hearings were useful, as were the published reports of the academic freedom cases in the *AAUP Bulletin*. Finally, a few scholars, among them David P. Gardner, Robbie Cohen, Jane Sanders, and the late Fred Zimring, had done case studies of individual schools and I relied heavily on their work, both published and unpublished.

Oral history provided another major source of information, especially about the political activities of the individuals involved and their experiences during and after the McCarthy period. I conducted close to one hundred and fifty interviews and was able to use about twenty-five interviews done by other scholars as well. Most of these interviews were with the men and women who had lost their jobs during the McCarthy era; but I also interviewed other faculty members, administrators, and trustees, especially at schools like Harvard where I could not see official records. At all times, I tried to supplement the information I received from my interviews with documentary sources. Memory is not infallible and oral history is not a reliable source. Moreover, I was trying to obtain politically sensitive information from my sources and was aware that people on all sides of the issue might try to conceal things or present themselves in a favorable light.

I was asking the same questions as HUAC. This was because most of the protagonists of the academic freedom cases of the McCarthy period were ex-communists who refused to name names before congressional investigating committees or had been tagged as politically undesirable in other ways. The ostensible reasons for their dismissals varied, but in every instance their connection to the Communist Party was the key element. What that connection entailed was important. Presumably, if these people had done political recruiting in class or spied for the Soviets, dismissing them would have been more consistent with academic freedom than, in fact, it was.

Here, I assumed that I would be able to rely on the work of other scholars, but I was wrong. The role of communism in American higher education has been surprisingly unstudied. As a result, I had to do the primary research myself. I got most of my information from interviews or from the transcripts of Congressional and university hearings, but I did not do an exhaustive study of the subject. That remains to be done--and should be done soon before the participants die. Historians should also look at university archives as well as pamphlets, Party shop papers, and the journals of the student left.

I have now returned to my initial project of a general study of McCarthyism. There is, however, more work to be done on the universities during the McCarthy period. Besides looking at individual institutions and disciplines, scholars must also explore the role of the FBI. Above all, they must look at how the political repression of the McCarthy era affected the intellectual activities of the academy, the scholarship and teaching that went on. Such a study was outside the scope of my institutionally-oriented project, but our understanding of the history of higher education as well as of the broader history of contemporary American demands that it be done.

ANNOUNCEMENT OF PUBLICATION

Table of Contents for the *ASHE Reader on the History of Higher Education*

Lester F. Goodchild
Loyola University of Chicago

Harold S. Wechsler
Northwestern University

After nearly two years of preparation, we have completed the *Association for the Study of Higher Education Reader on the History of Higher Education*. Ginn Press is publishing the work in October 1989. This 700-page reader will include some of the most important studies on the history of higher education published in the last thirty years. Since all other secondary works are now out of print, this *Reader* gives faculty a text of secondary and primary readings to use in their courses. At the cost of approximately $30.00, the student will have an extensive resource on the history of higher education from its beginnings until the present. To give you an idea of the coverage in the text, we are listing the table of contents for your consideration. In many ways, the *Reader's* attention to all historical periods within American higher education, different institutional types, concern for institutional evolution, faculty development, curricular change, student shifts, women's issues, and minority clienteles will provide students with an excellent introduction to the field of higher education. It will also prepare them for further courses in which they may use the other six ASHE readers.

We would like to thank the members of our Advisory Board for the *Reader* whose contributions in the ways of syllabi, suggestions, and reactions made this work truly comprehensive. They are: Joyce Antler, Brandeis University; Robert Blackburn, University of Michigan--Ann Arbor; Joan Burstyn, Syracuse University; Clifton Conrad, University of Wisconsin-Madison; Steven Diner, George Mason University; E.D. Duryea, State University of New York--Buffalo; Roger Geiger, Pennsylvania State University; Lynn Gordon, University of Rochester; Elizabeth Hawthorne, University of Toledo; Allan Karp, Teachers College--Columbia University; Bruce Kimball, University of Rochester; James McLachlan, Princeton; John Thelin, College of William and Mary; Paul Vogt, State University of New York--Albany; Jennings Wagoner, Jr., University of Virginia; and Donald Warren, University of Maryland. Similarly we appreciated Kay Moore of Michigan State University and Michael Olivas of the University of Houston's comments concerning the appropriateness of our selections for higher education programs. Finally, we thought the help of Ann Austin, ASHE Reader series editor, and Coleen Traynor, Ginn Press editor, was invaluable throughout this effort. They deserve our special gratitude.

Introductory Matter

Wechsler, Harold S. "Preface" [Discussion of the historiography of American higher education].

Goodchild, Lester F. "The History of American Higher Education: An Overview and a Commentary" [An introductory essay exploring the meaning and significance of all secondary and primary readings within the text].

Domonkos, Leslie S. "History of Higher Education." *International Encyclopedia of Higher Education* (1977):2017-2040 [An overview of the history of higher education from ancient times to the present].

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Primary Reading

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III. The Rise of American Universities during the Nineteenth and Twentieth Centuries

A. Introduction

Gruber, Carol S. "Backdrop." In *Mars and Minerva: World War I and the Uses of the Higher Learning in America*. Baton Rouge: Louisiana State University Press, 1975, pp. 81-117.

B. State and Land-Grant Universities

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V. The Main Trends in Higher Education after World War II: Federalism and Democratization

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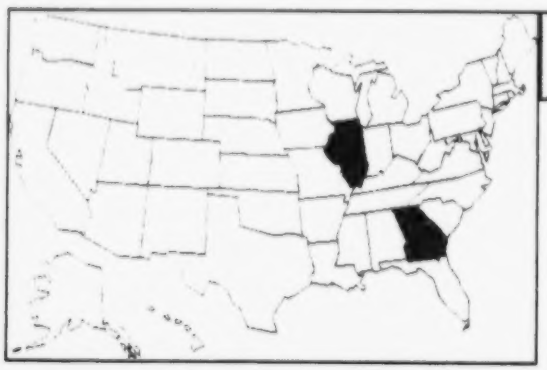


PAPERS/SEMINARS AT NATIONAL CONFERENCES

HES, October 27-29

ASHE, November 2-5

History of Education Society Annual Meeting in Chicago

William R. Glass, University of North Carolina: "Creeds and Coalitions: The Role of Bible Colleges and Bible Institutes in Creating a Southern Wing of the Fundamentalist Movement, 1920-1950."

Thomas Richards, Brookdale Community College: "Academic Freedom in the 1950s: A Study of Rutgers University."

Philo Hutcheson, Hamline University: "AAUP Movement Toward Representation."

Jack Nelson, Rutgers University: "Statis and Change in AAUP: Collective Bargaining in the 1970s."

John Thelin, College of William and Mary: "Colleges, Games and Play: The Problem of Reform for Intercollegiate Athletics in American Higher Education."

Lester F. Goodchild, Loyola University of Chicago: "A Revisionist Addendum to the History of Liberal Education: The Restoration of the Religious Contribution."

Rita Saslaw, University of Akron: "Coeducation in American Higher Education: When? Where? Why?"

Jo Lapierre, Ontario Institute for Studies in Education: "The Campus Life of Canadian Women, 1880-1900."

Janice Leone, Ohio State University: "How Women's Colleges Saw their Mission in an Era of Cultural Revolution: Spelmen College, Texas Woman's University, Saint Mary's College , and Downer College, 1890-1930."

Bette Weneck, Teachers College, Columbia University: "Social and Cultural Stratification in Women's Higher Education: Barnard College and Teachers College, 1898-1915."

Louise Newman, Brown University: "From Coordination to Coeducation and Diversity to Plurality: Brown University's Construction of Equality for Women and Blacks, 1966-1986."

Irene Cuddihy, Fredonia State College: "Canisius, Buffalo's Catholic 'Street Car College': How Ethnic Catholics in Buffalo, New York Used Canisius College to Facilitate Movement from Blue-Collar to White-Collar Occupations, 1884-1945."

Michael Tierney, Brandeis University: "Community Education in Appalachia: The Training of Teachers and Missionaries at Berea College, 1850-1945."

Association for the Study of Higher Education Annual Meeting in Atlanta

Gretchen G. Martens, University of Michigan: "The Impact of European Colonialism on the History of Higher Education in Mexico."

William B. Thomas and Kevin J. Moran, University of Pittsburgh: "The Southern University as an Agent of Political Socialization."

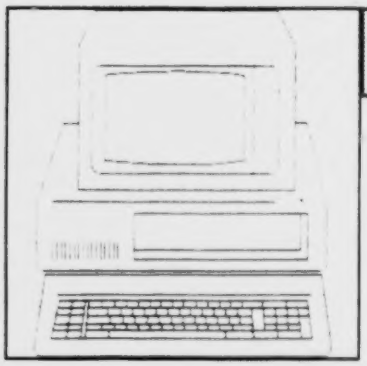
Benjamin McArthur, Southern College of Seventh Day Adventists: "A Gamble on Youth: Robert M. Hutchins, the University of Chicago, and the Politics of Presidential Selection."

Johnetta Brazzell, University of Michigan: "Missionary-sponsored Black Higher Education in the Post-emancipation Era."

INVITATION

You are cordially invited to attend a social gathering of ASHE historians at the home of Wayne Urban on Friday evening, November 3, 1989, at 7:00 p.m. in Atlanta, Georgia. Look for a notice at the conference for further details.

(Please see Wayne or Les Goodchild on Thursday to confirm or contact Wayne at 404-377-8602)



HISTORY OF HIGHER EDUCATION PUBLICATIONS

NEW PUBLISHING OPPORTUNITIES

History of Higher Education Annual

The editors of the *History of Higher Education Annual* have issued a call for manuscripts for 1990. They would welcome any paper dealing with the history of higher education. Please submit your work in triplicate. Only one copy of the manuscript should have a cover letter stating the name and institutional affiliation of all authors, since the manuscripts are refereed anonymously. Please send all correspondence and manuscripts to: *History of Higher Education Annual*, Graduate School of Education, Lattimore Hall, University of Rochester, Rochester, New York 14627.

The editors of the *Annual* also ask previous subscribers or new subscribers to order the 1988 issue or other back issues. The 1989 issue will be available in the spring. This issue offers the finest research and analysis of issues associated with the history of higher education at the price of $10.00 (domestic) or $12.50 (overseas and Latin America). Please send your name and address to: *History of Higher Education Annual*, Graduate School of Education, Lattimore Hall, University of Rochester, Rochester, New York 14627. Please make checks payable to: *"History of Higher Education Annual."*

Paedagogica Historica: International Journal of the History of Education

Not since 1982 has the *Paedagogica Historica* published an issue. After many years of discussion, a new series is to be launched. This new journal will reach out to the international community of educational scholars to reestablish a forum for research and communication. After finishing several issues from the old series, the editors intend to expand the journal's emphasis by including articles which are international, historical-comparative, and socio-political in scope. "Although our traditional commitment to the intellectual history of education will be continued, a socio-cultural, social-economic, and social-political approach will be encouraged as well. Education will be interpreted in a broader sense to cover both formal and informal aspects (e.g., educational institutions and policy, school architecture, family education, social movements, adult education, etc.). The purpose is not only to use history for the explanation of present-day theory and practice, but also try to understand the problematic nature of the educational past itself and the long-term evolutions."

If you are interested in suggesting books for review or preparing summaries of educational history meetings in the United States or Canada, please write to Barbara Finkelstein, Professor and Director, International Center for the Study of Education Policy and Human Values, University of Maryland, College Park, MD 20742. If you would like to submit manuscripts, review essays, or comparative bibliographies, please send your suggestions to *Paedagogica Historica*, New Series, Inge Schelstraete, Executive Editor, Baertsoenkaai 3, B-9000 Gent, BELGIUM.

American Educational Research Journal

The American Educational Research Association is pleased to announce that it will expand the coverage of its journal, the *American Education Research Journal*, to include an emphasis on the social and institutional aspects of education. This development will include articles which have historical and other qualitative methodologies. Most importantly, this section

of the journal will be edited by Wayne Urban, the current vice-president of Division F (History) within AERA. The first expanded issue will appear next year. He is planning to issue a flyer on this important development shortly. If you have any inquires, please address your correspondence to Wayne Urban, Foundations of Education, Georgia State University, Atlanta, Georgia 30303. You may also reach him at (404) 377-8602.

Having moved to three different institutions in the same number of years has caused the *History o' Higher Education Newsletter* to fall behind in its publication. In large part, this occurred because of changing different software systems. However, with this edition, a new computer and software package will provide greater ease in completing an issue. We intend to publish another issue shortly which will bring our series up to date.

We would also like to thank several persons who donated to this *Newsletter* during the past year. Your thoughtfulness and gifts provided additional monies to make this channel of communication available to others interested in the historical study of higher education.

History o' Higher Education Newsletter
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